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ABSTRACT

The handbook, prepared by teachers in a summer workshop, is to be used by teacher aides at the nursery through grade 3 levels as well as by administrators and teachers. Teacher aides are said to be the candy stripers of education who help teachers in ways such as supervising art and music activities and making home visits. Notes from the suggestion box are given to include using the best speaking voice; patterning printing after the model (included); and learning games, songs, or poems for occasions such as a rainy day. Offered are management suggestions such as keep all promises, use a lot of praise, and be a "kool-aide". Aides are advised to build the proper classroom atmosphere through practices such as checking lighting, asking teacher policy regarding a discipline problem, and placing a hand on a child's shoulder to calm him. Inservice education is said to involve meetings with faculty, teachers, and aides from other schools, and workshops. Terms used in special education are defined as are nine handicapping conditions such as trainable mentally retarded. Listed are skills to be developed in the curriculum areas of language, motor, self-help, number concept, creativity, and social development. Resources such as the curriculum guidebook and the school library are noted. Listed are approximately six sources (with addresses) of instructional materials and information on handicapping conditions. Covered are information on the Pennsylvania law pertaining to teacher aides; teacher approaches such as defining aides' duties, administrators' guidelines treating areas such as salary scale; and preservice/inservice training. A short checklist outlines recruiting procedures and desirable aide traits. (MC)

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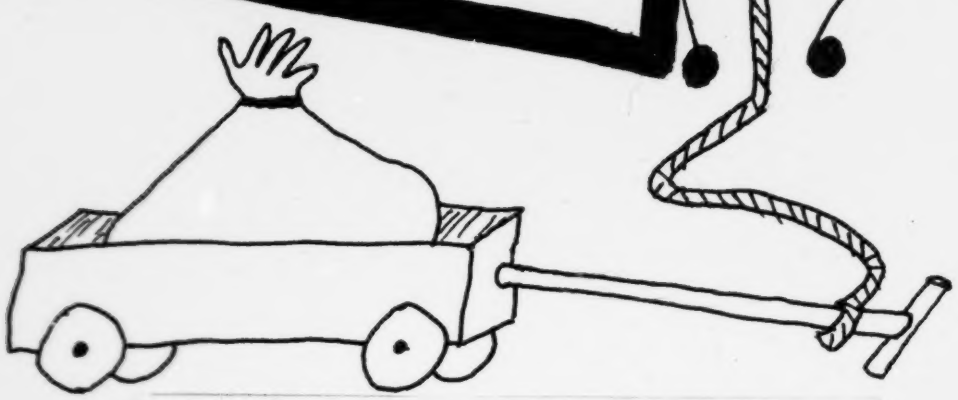
TEACHER AIDE HANDBOOK

EARLY CHILDHOOD EDUCATION FOR THE HANDICAPPED



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TEACHER AIDE HANDBOOK
for
EARLY CHILDHOOD EDUCATION FOR THE HANDICAPPED

(For use by Employing Districts, Teachers, and/or Teacher Aides)

Summer, 1973

By

Summer Trainee Workshop
Early Childhood Education for the Handicapped
Department of Special Education
Mansfield State College
Mansfield Pennsylvania

Prepared Under A
Federal Grant, Education of the Handicapped Act
PL 91-230, Awarded By
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Commonwealth of Pennsylvania
Harrisburg Pennsylvania

PREFACE

This handbook was prepared by a sub-committee of teachers in a summer trainee workshop on Early Childhood Education for the Handicapped. The project was funded by a grant from the Bureau of Special Education, Pennsylvania Department of Education.

The workshop participants recognized that rapidly increasing attention has been given in recent years to Early Childhood Education for the Handicapped (ECEH) in a variety of educational settings. They recognized, also, that in many of these ECEH settings, Teacher Aides are being employed to assist the teacher in working with the young handicapped child. Many of these Teacher Aides are being employed with minimal screening and orientation to the job, and then very limited in-service training once they are on the job.

Consequently, the Handbook was prepared in the hope of correcting some of the inadequacies of procedures and practices in the employment of Teacher Aides to work with the young handicapped. It is designed as a practical handbook to be used not only by Teacher Aides, but also for employing administrators and teachers who work with Teacher Aides.

The Handbook should prove helpful in these settings where young handicapped children are often located:

Day Care and Child Development Classes
Nursery, Kindergarten, and Grades 1,2,3
Preschool and Primary Special Classes.

Dr. Richard L. Shick, Coordinator
Summer Trainee Workshop
Early Childhood Education for the Handicapped
Mansfield State College

ACKNOWLEDGMENTS

Compiled and Edited Under the Direction of
Dr. Richard L. Shick

By

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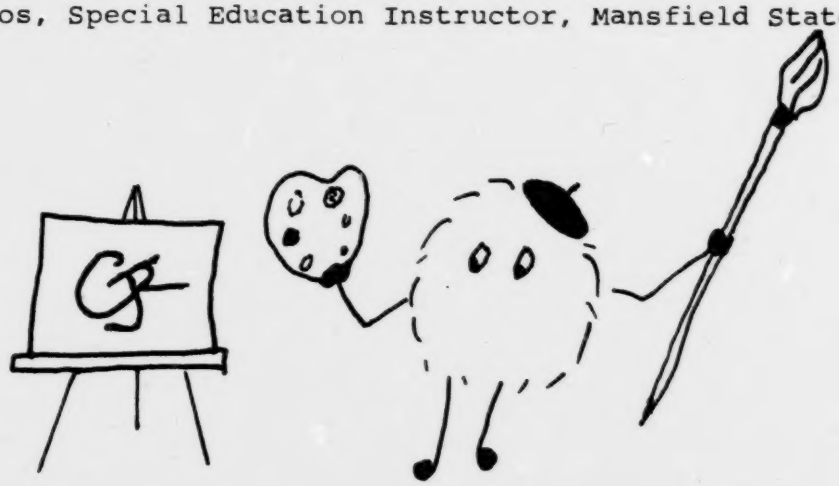

Sincere appreciation is extended to the above trainees for their efforts and contributions in the development of this Teacher Aide Handbook. Also to be thanked for general contributions to the project are Mr. Donald Kelsey, Reading Coordinator, Coudersport Area School District, and Dr. Thomas Stich, Assistant Coordinator of Workshop, Mansfield State College. Gratitude is also due Miss Lorraine Slater, Workshop Secretary, for secretarial assistance in the preparation of the booklet. Finally, recognition is given to the other members of the Workshop for general contributions to the project:

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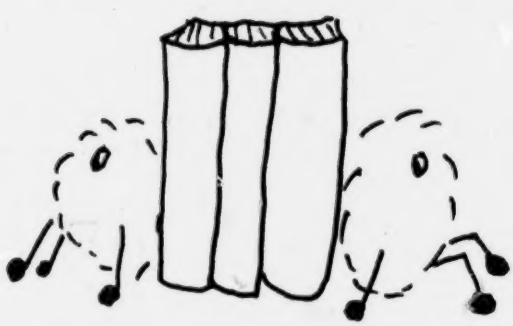

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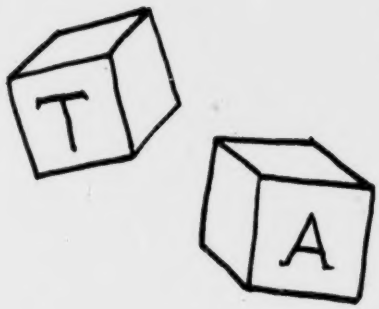
WHAT

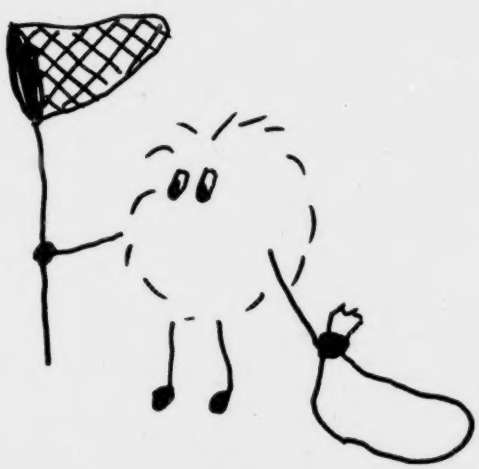
ARE

TEACHER

AIDES?



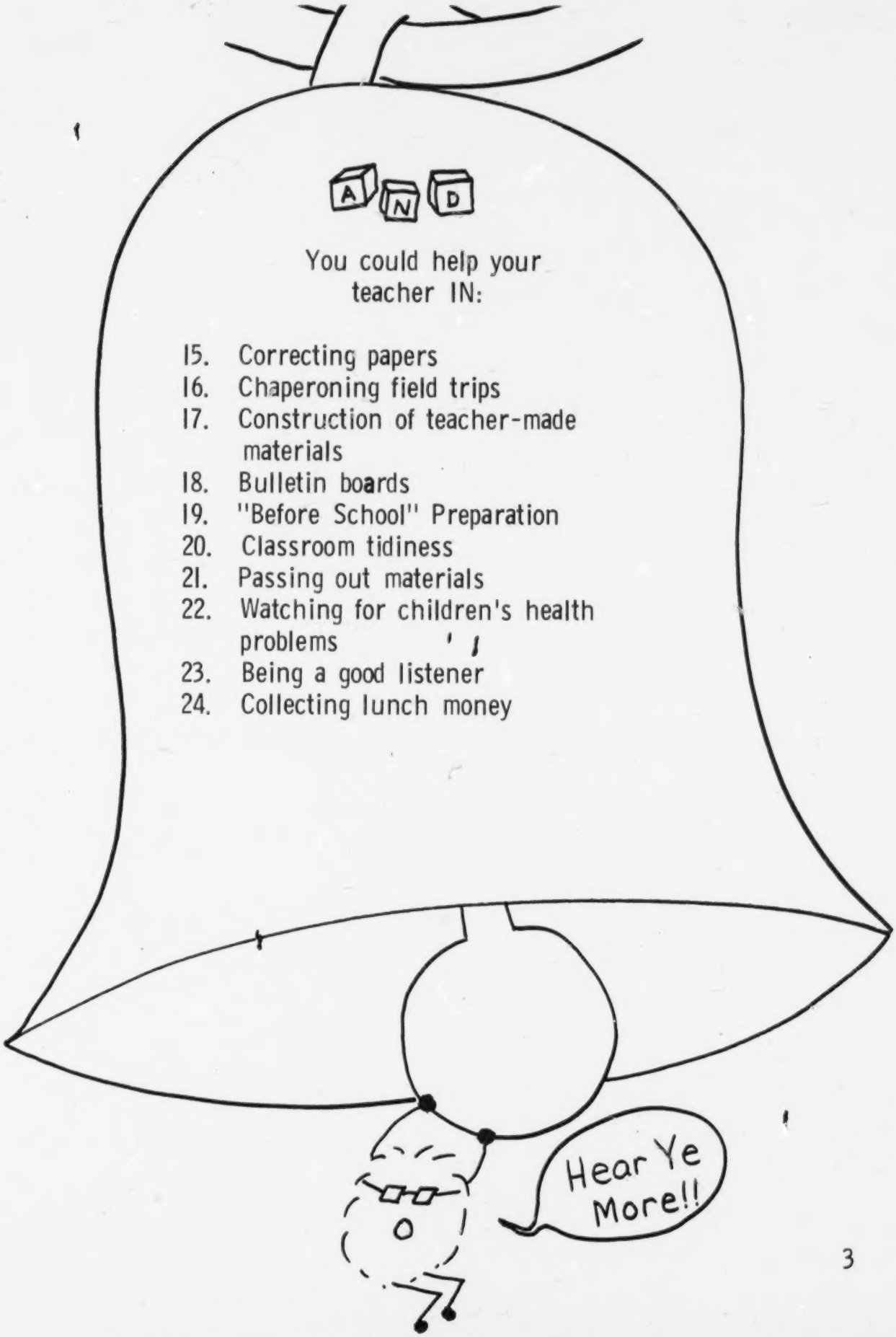
They are the candy stripers
of education!
They release teachers to supervise
and instruct pupils.
They free teachers to use their
energies and specialized
skills more effectively.
They are an extra pair of hands!

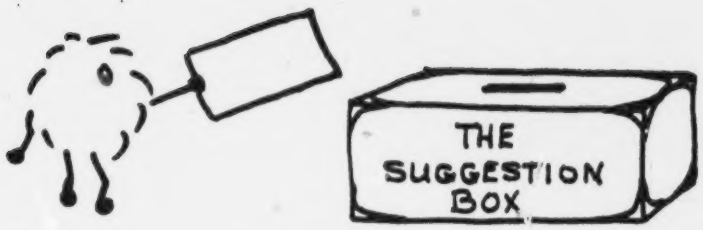


A PROCLAMATION OF YOUR JOB

You could help the teacher WITH

1. Attendance records
2. A-V materials
3. Small group & individual instruction
4. Art & music activities
5. Suggestions for new materials
6. All self-help skills
7. Supervision of bathroom habits
8. Bus duties
9. Parent meetings
10. Financial reports
11. Lunch duty
12. Playground duty
13. Home visits
14. Fire drills


A N D
You could help your teacher IN:
15. Correcting papers
16. Chaperoning field trips
17. Construction of teacher-made materials
18. Bulletin boards
19. "Before School" Preparation
20. Classroom tidiness
21. Passing out materials
22. Watching for children's health problems
23. Being a good listener
24. Collecting lunch money
Hear Ye More!!



Give lots of praise!! The child will be proud of his work if you let him do it himself, at his own rate, and be independent wherever possible.

Use your best speaking voice and grammar. You will be a model for these children who often have a problem with language.

Be neat in your dress. You, too, represent your school.

Be quick to notice what needs to be done in the classroom or on the playground.

Always remain with the children. Don't leave them alone at any time. Send one child for help if you need it.

Say, "Tell me about your drawing, Jackie." not "What is it?"

More Notes

Deal with problems in a direct manner, and in private. Don't discuss them with people who are not concerned with the problem, or with friends.

Remember, in Special Education our successes are measured in mini steps, and these can be just as rewarding to the teacher, the aide, and the pupil as giant steps . . .
or more so!

Pattern your printing and handwriting after the model found on page 24 of this guide, so that the children will have a consistent model for their developing handwriting skills.

Remember that what goes on in your class is personal and, therefore, confidential. Discuss your children only with your teacher, and never in the teachers' lounge or with friends.

Go to your school library, the public library and the reference sections in this book for instructional materials on

1) Audio visual aids
2) Handwriting tips
3) Songs, games, and finger plays

Be calm, quiet, and observant. You will be a soothing influence for many children who are:

hyperactive
over-emotional
distractible
over-responsive

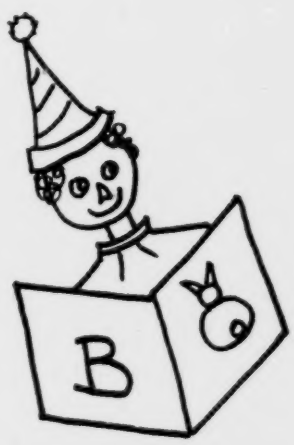
Remember, you are there to free the teacher to teach. Be alert for special ways to help.

Pattern your disciplinary measures after those of the classroom teacher. Consistency is an all important word in special education for young children.

Remember that for the teacher to function most effectively as a teacher, she must be the authority in the room. It will be up to you to see that she remains in this position in the eyes of the children, with your part being the all-important SUPPORTING ROLE.

Have at your fingertips some special games, songs, poems, or stories especially to:

1. Connect activity times.
2. Help the children take a break (you too!).
3. Entertain the children on a rainy day.
4. Help when you don't know what to do.
5. Happily use the time when your classroom teacher is unexpectedly called away.



MANAGEMENT SUGGESTIONS

Teacher Aide Check List:

1. Try to know each child individually.
2. Keep all promises.
3. S-I-M-P-L-I-F-Y D-I-R-E-C-T-I-O-N-S.
4. Build up the child's confidence; use a positive approach.
5. Use a lot of praise.
6. Don't be afraid to show your feelings.
7. Let the child set the pace for new learning situations.
8. Spark a desire to LEARN.
9. Be calm . . . be a "kool-aide".

The Word Is . . .
INDEPENDENCE
encourage it; promote it; foster it.

Unless it is a case of life, limb, or wet trousers . . . follow a "hands off" policy!

STRUCTURING THE CLASSROOM
(Building the proper atmosphere)

1. Check the lighting.
2. Check the chair and desk height.

3. Work at his eye level.
4. Keep the work area uncluttered.

5. Check your clothing; remove distracting objects.

So . . . you think you have a discipline problem?

#1

Ask the teacher what her policy is . . . she may want to handle it herself.

#2

If not, remember:

The greatest control you have over a child is when you are right next to him.

3. Mass punishment is always unwise and generally unfair.

4. Be consistent.

5. There should be immediate reaction to BOTH his bad behavior AND his good behavior.

6. Control measures may range from a simple "look in the eye" to placing a hand on the child's shoulder.

7. Be calm . . . (Don't shriek!)

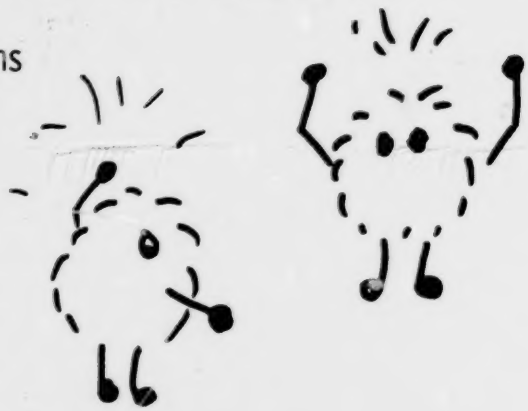
REMEMBER:

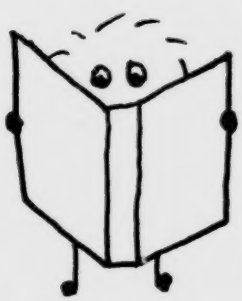
A child's frustrations over his inabilities may be the root of some of his behavior problems.

DON'T FORGET IN-SERVICE EDUCATION

Meetings with other teachers and Teacher Aides from other schools:

- Exchange ideas about problems that arise and ways to deal with them.
- Share activities done with the classes - have fun.
- Get to know other professionals.



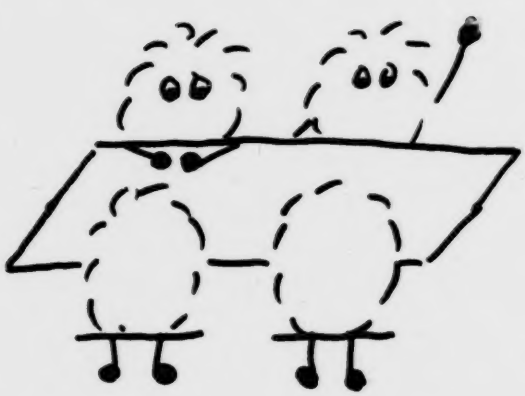


Workshops or mini-courses just for aides of ECEH classes:

- to learn about areas of exceptionality, child development, perceptual development, behavior modification and other remediation procedures.

Faculty meetings:

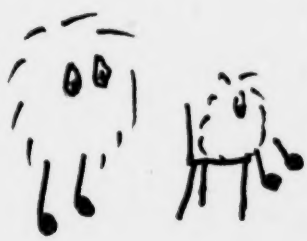
- Get to know the staff . . .
- Be aware of what is happening in your school.



Don't Tell Tales

Regarding

Other Aides



The School

The Students

Remember

Public Relations is <u>your</u> Job Too!!!

SOME SPECIAL TERMS

Special Education: This is a special or unique educational service over and above regular education needed by the handicapped child. Special education includes trained teaching personnel, special curriculum, and special facilities & equipment.

Exceptional Child: This is a child whose educational requirements are so different from those of the average or normal child that he cannot be effectively educated without the provision of special educational programs, services, facilities, or materials. This broad category generally includes the handicapped child as well as the gifted or creative child.

Early Childhood Education: This is a general term for a wide variety of early childhood programs for infants, preschoolers, and children in the early grades. Such programs as day care, nursery school, Head Start, kindergarten, grades 1, 2, 3, preschool and primary special classes are included.

A BRIEF DESCRIPTION OF THE HANDICAPS

Educable Mentally Retarded (EMR): The child is slow to learn but he can be taught basic academic and job skills.

Trainable Mentally Retarded (TMR): The child is very slow to learn, but he can be taught self-help, self-care skills and simple communicative skills. He may have more than one handicapping condition, such as that of the blind-retarded child or the cerebral palsied-retarded child.

Emotionally Disturbed (E.D.): The child has a behavior problem which makes it difficult for him to get along with himself, his family, his peers, or his teacher.

Learning Disability (L.D.): This child falls within the range of normal development in respects other than in learning. In spite of average intelligence there may be difficulty in learning to use the spoken word, in learning to read, to use written language, to spell, to tell time, to judge distance, size, length, and height, or to calculate.

MORE HANDICAPS

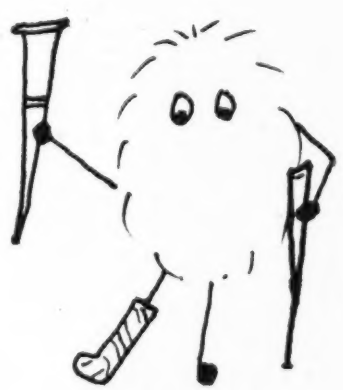
Vision Handicap: The child has a problem in seeing which requires a special modification of the learning materials and activities in the classroom, and special seating.

Hearing Handicap: The child has a problem in hearing which requires special seating in the room, and special adaptations of the learning materials.

Speech Handicap: The child has a speech problem which may interfere with his being accepted by his classmates, his talking and playing in school, his learning of basic academic and job skills, and his communication of his basic needs and desires to those closest to him.

Crippling Conditions: The child may have defects of the bones, muscles, or joints which hamper the performance of activities usually expected of a child his age. An example of this would be cerebral palsy.

Chronic Health Problems: The child has some disease or defect which causes him stress or pain, thus making his adjustment to school difficult. An example of this would be epilepsy.



THE CURRICULUM AREAS

LANGUAGE DEVELOPMENT

This area involves learning the essential habits, understandings, and attitudes of listening and of using speech effectively.

1. Following Directions
2. Listening
3. Using speech to communicate
4. Practicing specific sounds
5. Learning basic personal facts
6. Identifying sounds
7. Showing community awareness

MOTOR ACTIVITIES

This area refers to the activities that develop muscle coordination.

1. Use of large muscles, such as in running
2. Use of small muscles, such as in cutting
3. Eye-hand coordination
4. Eye-foot coordination
5. Self-awareness
6. Body image
7. Balance

SELF-HELP

This area involves taking care of bodily functions and needs.

1. Dressing
2. Eating
3. Toilet skills
4. Safety
5. Personal cleanliness
6. Identifying parts of body
7. Manners

NUMBER CONCEPTS

This involves learning the basic foundations of arithmetic, such as counting.

1. Concepts such as in-out, up-down
2. Matching like objects
3. Using numbers in everyday life
4. Recognizing coins
5. Telling simple time
6. Adding and subtracting numbers 1 - 10
7. Recognizing simple shapes

CREATIVITY AREA

This area enables the child to stimulate his creative ability. Communication skills and positive self-image can be developed.

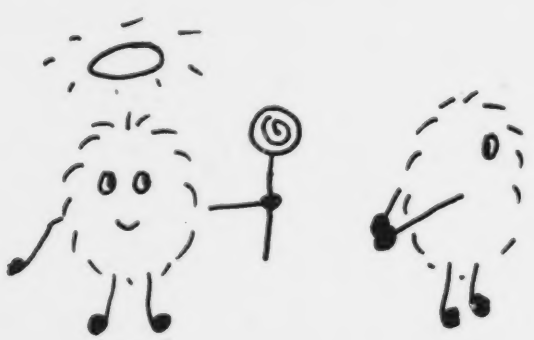
1. Sandplay
2. Waterplay
3. Cutting
4. Coloring
5. Painting

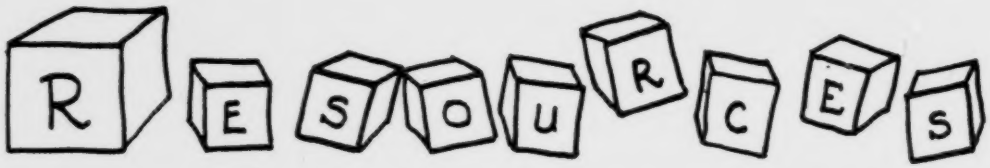
6. Clay
7. Blocks
8. Puppetry
9. Singing
10. Curiosity
11. Rhythmic expression

SOCIAL AREA

This involves appropriate understanding of himself and his environment, and interaction with others in his environment.

1. Self-awareness
2. Manners
3. Family relationships
4. Community awareness
5. Sportsmanship
6. Awareness of feelings
7. Awareness of differences in people
8. Responsibility

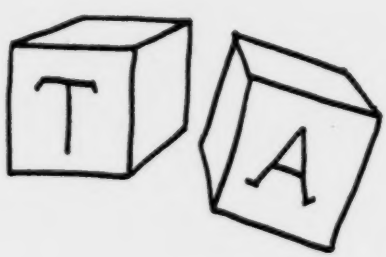




1. You will want to examine the curriculum guide prepared for the type of class in which you will work. A copy of this guide will be in the hands of the teacher or the school librarian. This will give you a good overview of the entire program.

2. The school library is a place in which you might enjoy browsing. Look for books of fingerplays, games, songs and stories, and creative ideas. Get to know your librarian soon. She will be a great help to you.

3. Don't forget to spend some time in your town library, too. It will also contain many good books to help you enjoy your work with children.

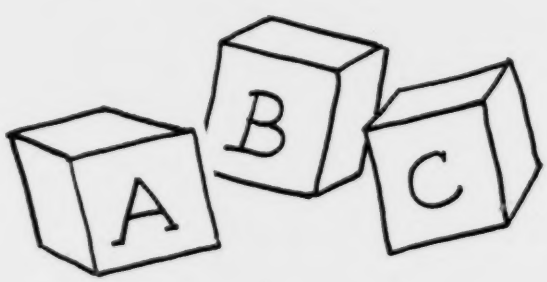


RESOURCES

Some free or low cost manuals to send for:

1. A manual for Teacher Aides of all levels of children: Supplementary Materials for Teacher Aide Training Programs: Jack C. Ferver and Doris M. Cook, Editors.
   Send $2.00 per copy to:
   University Extension Bookstore
   The University of Wisconsin
   432 N. Lake Street
   Madison, Wisconsin, 53706

This manual contains finger plays, songs, games, and many tips. Much, though not all, of what is offered is appropriate for the Teacher Aide of the very young child.



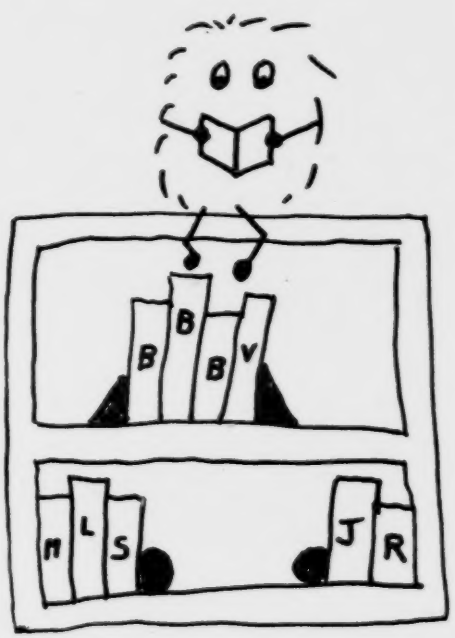
Resources continued:

2. Instructional Aids: How to Make and Use Them by Leslie W. Nelson. California State College at Los Angeles, William C. Brown Company, Publishers, Dubuque, Iowa: 1970.

3. A Guide to Agencies and Organizations Concerned with Exceptional Children.

   Exceptional Children, April, 1969 Issue
   The Council for Exceptional Children.
   1201 Sixteenth Street, N.W.
   Washington, D.C. 20036

4. Directory of Commonwealth Services for the Handicapped
   Governor's Office for Human Resources
   Harrisburg, Pennsylvania. Commonwealth of Pennsylvania 1972.

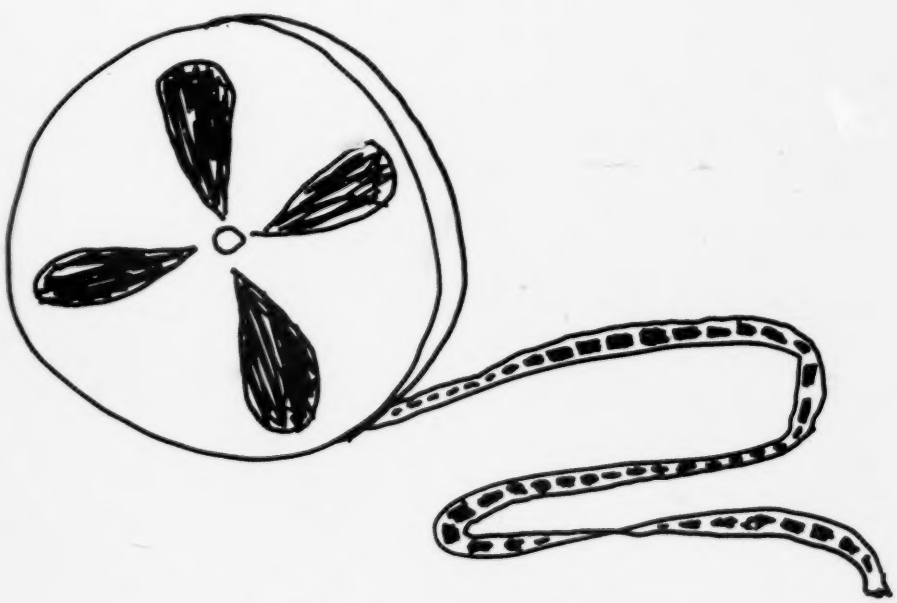


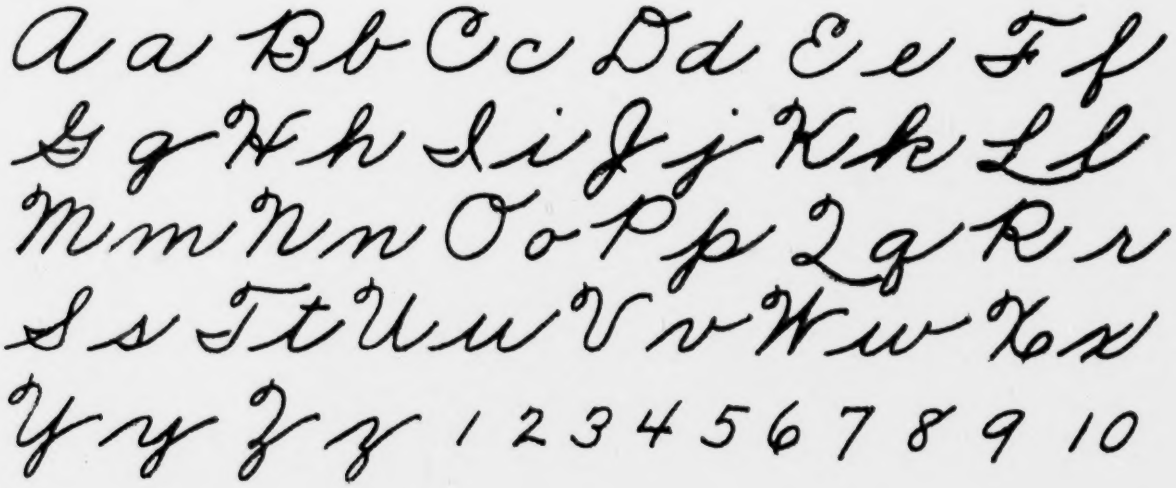
MORE RESOURCES

Some agencies which will help are:

1. The Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia 22091

2. The Pennsylvania Association of Retarded Children
   117 North Second Street
   Harrisburg, Pa. 17101





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n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 10

FOR TEACHER AIDES, TEACHERS, AND ADMINISTRATORS

YOU AND THE LAW

Any local decision as to how a paraprofessional shall be used should be consistent with the following legal limitations.

A. Section 1202 of the Public School Code of 1949 (as amended) reserves teaching for duly certified professional personnel only.

B. The "School Administrators Memorandum 66," March 18, 1968 states that certified professional employees must be present for any and all instructional activities.

C. Instructional Aides may be used in an instructional situation only under the immediate direct supervision of a certified professional.

D. Regulations of the State Board of Pennsylvania, Section 5-120 state that non-instructional monitorial aides may assume the responsibility for monitoring activities (excluding study periods, assemblies, field trips, pep rallies and organized play periods) providing that written policy specifically indicates that professional employees are released from those supervisory duties. However, it must be remembered that paraprofessionals are not legally empowered to regulate pupil behavior by any disciplinary means.

E. Non-instructional Monitorial Aides may assist in monitoring study periods, assemblies, field trips, pep rallies, organized play periods, and other instruction activities when such activities are under the supervision of a certified professional.

Paraprofessionals are not legally empowered to regulate pupil behavior by punishment or other similar disciplinary means, and should be permitted to perform only those duties set forth in the job description and in accordance with the Public School Code of 1949 (as amended).

A. If a certified professional knowingly permits a paraprofessional to perform duties for which he is not qualified and injury or damage results, the certified professional may be held liable by virtue of neglect.

B. If a paraprofessional willingly neglects or ignores the advice or direction of the certified professional and damage or injuries result, the paraprofessional may be held liable.

C. If a certified professional assigned administrative responsibility permits the recruitment, employment or assignment of a paraprofessional without reasonable prudence normally expected of a person filling such an administrative role, such person may be held liable by virtue of neglect of his administrative responsibility.

Educational paraprofessionals employed by a district shall be considered a "school employee" in accordance with the Public School Code of 1949 (as amended), Section 3321. Furthermore, such "School employees" should be granted the same employment benefits as are customarily provided other noncertified personnel of the school (sick leave, insurance, etc.) and are subject to all statutes related to fair employment practice. Also each educational paraprofessional employed as a "school employee" shall be eligible to become a member of the public school Employees' Retirement System in accordance with the provisions set forth in the Public School Code of 1949, (as amended), section 3322.

Guidelines for Program Development, Employment and Utilization of Educational Paraprofessionals. Pennsylvania Department of Education, 1972.

A Section Especially For Teachers

DO

Give her a place to work, as well as a place to keep her own materials and her personal possessions . . .

Take a stand on discipline and punishment, and let your aide know her role in respect to this . . .

Keep a professional relationship with your aide . . .

Discuss your daily routine with her . . .

Tell her what to do in case of emergencies, fire drill or accident . . .

Take her on a tour of the building as well as a complete tour of your classroom . . .

Tell her important information concerning students with special concerns (such as seizures or other handicaps) . . .

Discuss with her the relationship you expect her to develop with parents and other segments of the public . . .

More On The Next Page

DO

Tell your aide what sorts of behavior to note or record.....

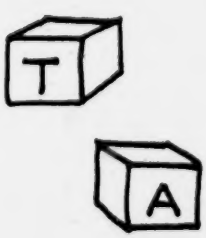
Suggest books that will be a help to her.....

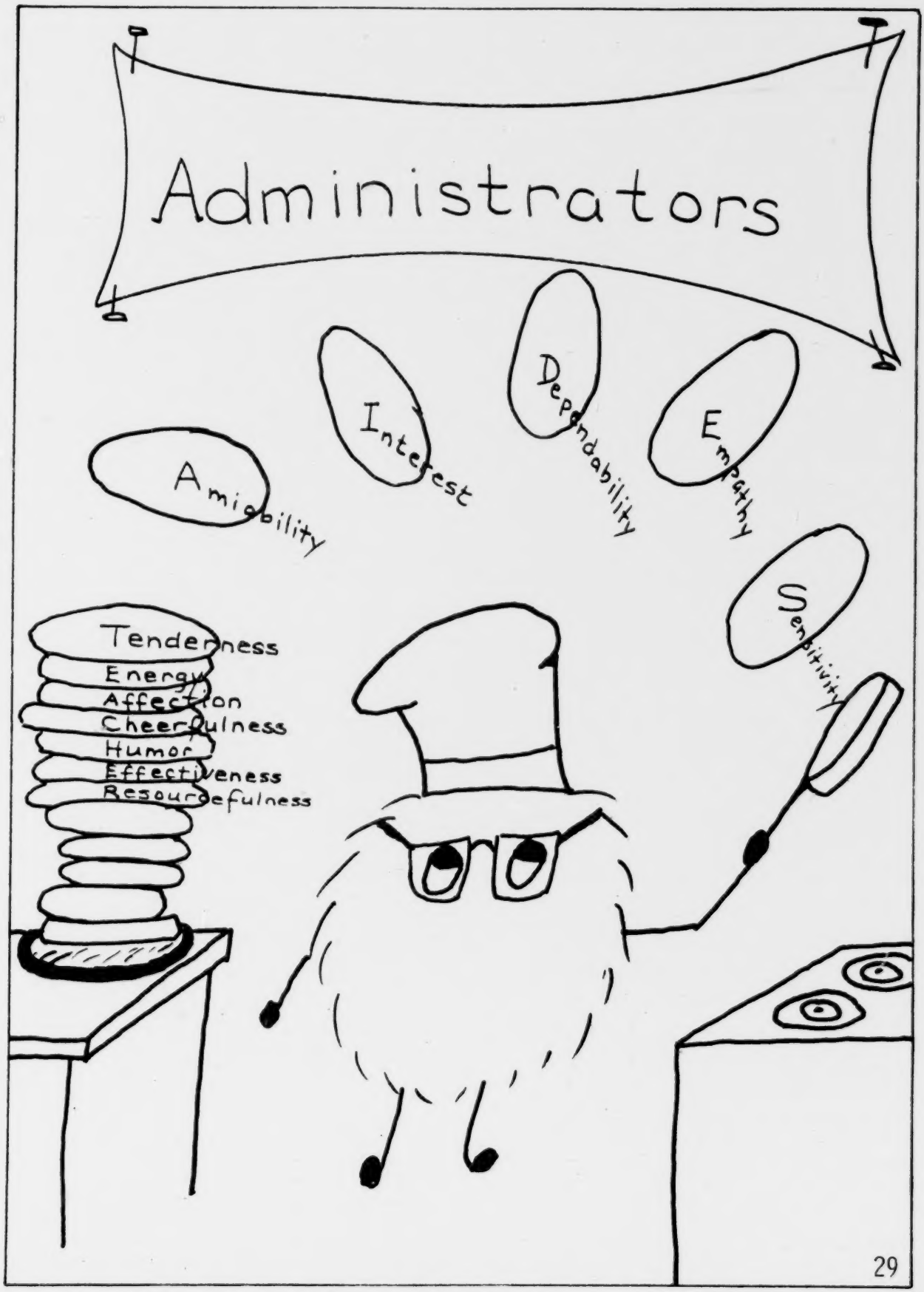
Show her how to operate the A.V. equipment which you would like her to use.....

Discuss each child and his uniqueness with her.....

Tell her what you expect of her when you are unexpectedly called from the room.....

Remember, you are responsible legally for the children in your care, no matter what duties you choose to delegate to your Aide. (See Legal Implications, p.26 of this manual.)




Administrators
Amiability
Interest
Dependability
Empathy
Sensitivity
Tenderness
Energy
Affection
Cheerfulness
Humor
Effectiveness
Resourcefulness

GUIDELINES FOR DEVELOPING A TEACHER AIDE PROGRAM

The following suggested procedures should be an outgrowth of a study of the unmet needs which would be satisfied by the hiring of Teacher Aides for the classrooms of young handicapped children.

1. Identify specific tasks which are to be accomplished by a Teacher Aide.

2. Define positions needed to accomplish the identified tasks (for teachers as well as Teacher Aides.)

3. Develop a written job description which enumerates the specific duties to be performed. NOTE: Job descriptions should be available to all persons involved with Teacher Aides.

4. Reclassify any existing Teacher Aides according to the newly defined positions and job descriptions.

5. Develop a salary scale for Teacher Aides so that salary advancement is subject to policy and not individual bargaining.

6. Develop written policies for communication, rights and benefits, grievance redress, reasons for suspension or termination of employment, and procedures for termination of employment.

Licensure or Certification

Educational paraprofessionals shall not be licensed nor issued any form of state educational agency certificate attesting to qualification to perform such duties in any school of the Commonwealth. However, local agencies or institutions of higher education conducting training programs for paraprofessionals may provide a "Certificate of Satisfactory Completion" which should indicate those specific skill competencies achieved. Such a certificate may be construed by a prospective employer as an agency or institutional recommendation and endorsement.

NOTE: Tenure should not be granted but continuing employment should be provided.

PRE-SERVICE AND IN-SERVICE TRAINING

It is essential that Teacher Aides possess the skills, competencies and attitudes required to perform in a defined job prior to performing in that job. It is equally essential that Teacher Aides receive some form of continued training to meet the changing needs of their position.

The following suggestions should be considered in the design and implementation of any Teacher Aide training program.

Pre-Service

1. Define tasks to be performed by the Teacher Aide.

2. Identify skills, competencies or attitudes required to perform tasks.

3. Analyze resources available for developing identified skills, competencies or attitudes.

4. Determine if local agency is capable of producing needed preservice alone, in a consortium with other local agencies or colleges, or with contracted technical assistance.

5. Design a training program that will include help for professionals in the use of Teacher Aides.

In-Service

1. Analyze the performance of Teacher Aides. NOTE: Use written job description and tasks as basic reference point.

2. Identify areas of needed improvement in accomplishing defined job tasks.

3. Define purpose and areas to be included in in-service.

4. Analyze resources available.

5. Determine what agency should operate in-service.

6. Design a training program that will include professional and Teacher Aide interaction.

Did You Have

1. A reliable method for finding your aide?
2. An application filled out?
3. An interview with her?
4. Good character and professional trait references?
5. A meeting with future teacher and the aide?
6. A consultation with the teacher?

Does She Have

1. A good sense of humor?
2. Sensitivity for children?
3. Lots of tolerance?
4. Self-respect?
5. Physical and mental stamina?
6. Integrity?
7. Trustworthiness?
8. Good speech and language?

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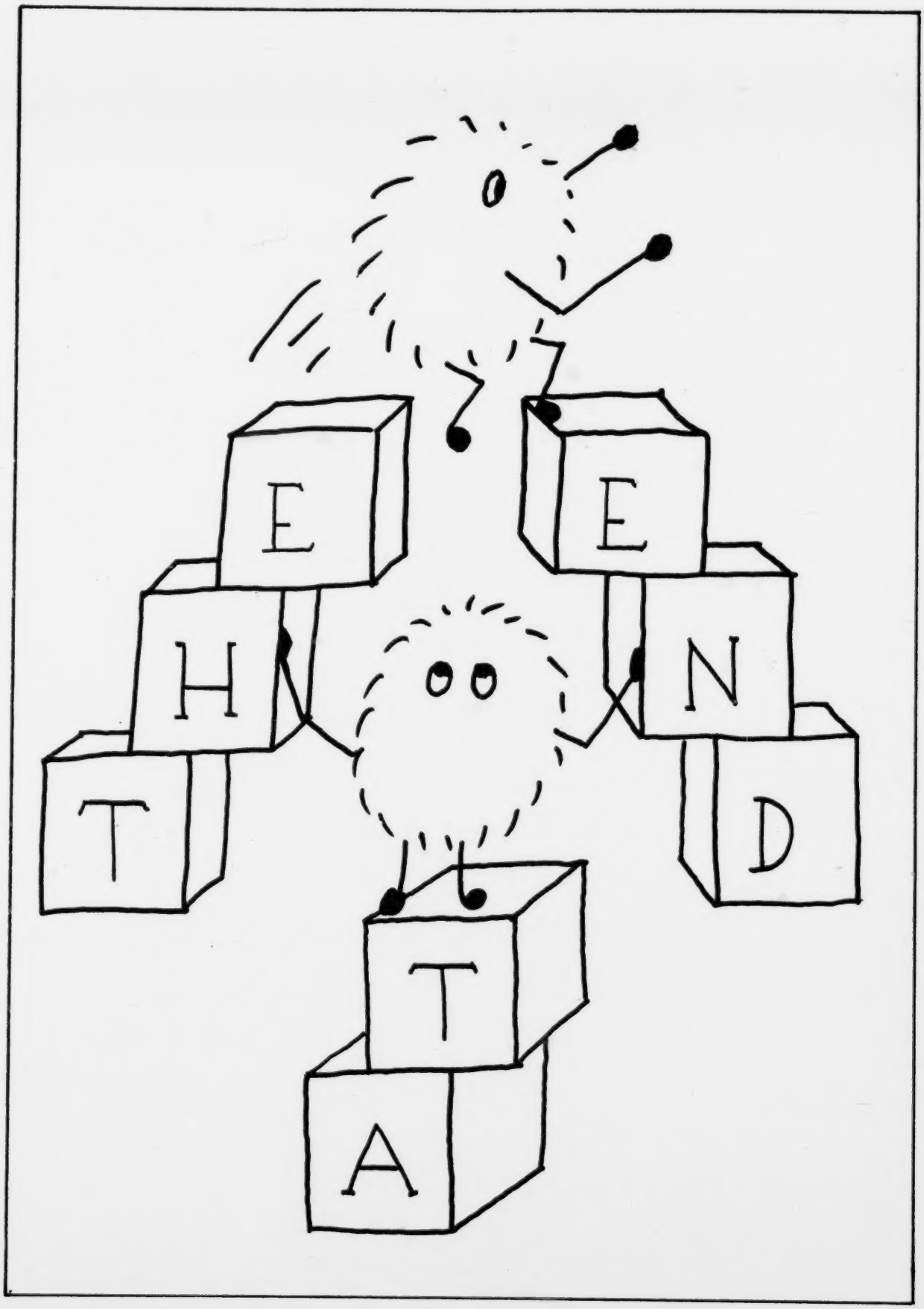
NOTES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